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This article illustrates the various uses to which ERIC resources can be put. The Fullerton Junior College Library subscribes to about two-thirds of the ERIC reports, all on microfiche. The advantages of microfiche are that it (1) is up-to-date, (2) is inexpensive, (3) is indexed, (4) occupies little space, (5) is a regular source, (6) prevents duplication of research, (7) is already processed, and (8) has eye-readable headings for browsing. The library uses "Research in Education" regularly. It gives author, sponsoring institution, subject entries, and an abstract for each document, as well as prices for both microfiche and hard copy. The article also describes the library's method of selection and ordering, translation of descriptors to Library of Congress subject headings (for catalog compatibility), dissemination of information on ERIC documents to students and faculty, particular services to the faculty, and special uses of the material. (HH)

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Fullerton Junior College Finds A Logical and Convenient Way To Handle Microfiche Reports

By Shirley E. Bosen and William T. Whitney

In November 1967 the *Junior College Journal* published three articles dealing with the ERIC* program for dissemination of educational research, emphasizing the work of the Clearinghouse for Junior College Information at U.C.L.A. These articles mentioned that the value of the ERIC program depends upon the degree to which college libraries incorporate the ERIC material into their collections and make it available to faculty and administration.

The Fullerton Junior College Library first became interested in the ERIC program in 1967, after hearing Lorraine Mathies speak on the U.C.L.A. Clearinghouse at the Conference on Junior College Libraries at U.C.L.A. Since that time we have developed a successful program for handling the ERIC reports on microfiche.

The library has been interested for some time in the use of microfiche to bring together significant materials of interest to junior college faculty and students. We prepared a number of microfiches last year on literary topics most often asked for by our students. These have been well received by our college and by other junior college libraries that received copies.

Coupled with our interest in microfiche was the awareness that our district was undergoing rapid changes, with faculty and administrators involved in research projects in many areas. We are now a multicollege district. There is much interest in developing a reading skills program. The slow learner, the dropout, and testing procedures are under scrutiny. Any college with a dynamic, aggressive faculty places heavy demands on the library for resources and information.

The library staff spends considerable time searching for information for faculty use and we are often frustrated because we are unable to supply it. Recent comparative studies in education are slow to appear in journals indexed in *Education Index*.

A Case Study: ERIC and the Junior College Library

UNIVERSITY OF CALIF.
LOS ANGELES
SEP 12 1968
CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION

* Educational Resources Information Center, organized in 1965 by the U.S. Office of Education.

Public Affairs Information Service supplies some information, but nothing in depth in the field of education. Our subscription to *Research in Education* was placed shortly after the U.C.L.A. meeting in June. We were optimistic, but totally unprepared for the wealth of material available in all areas of educational research.

After studying the first issue, we were convinced that the ERIC reports would be an invaluable addition to the library resources. Faculty and student use has substantiated this opinion. Initially we looked at the ERIC reports primarily as a source of information for faculty and administrators. We did not anticipate much student use of the reports and therefore did not purchase the reports dealing with research on the elementary and secondary level. Student response was so great, however, we have now ordered these additional reports to meet the demands of elementary education majors. At present we are ordering about two-thirds of the ERIC reports—all on microfiche, and thus most inexpensive. They can be purchased within the current year's budget. For an expenditure of approximately $117 we have added 591 reports to our library collection. The ERIC fiches were previously available for $.09 a sheet. The price is now doubled, but still relatively inexpensive for the material received.

Advantages

We see these advantages to the ERIC microfiche materials: (1) recent material, (2) inexpensive, (3) well indexed, (4) occupy less space, (5) regular source of new material, (6) can prevent duplication of the same research effort by several agencies, (7) no processing necessary—ready for use, (8) headings on the fiche are eye readable—hence encourage browsing.

A school can be assured of keeping up with innovations and experimental programs because ERIC provides a composite of the thinking of our whole educational establishment and enables a library to give full time and service with economy. The following paragraphs describe more fully our organization and the use of ERIC materials.

Physical makeup: ERIC issues a monthly presentation of research in education funded by the government. *Research in Education,* the official bulletin, lists the title, author, sponsoring institution, abstract of the project, descriptors or terms of subjects that describe the report. The most important descriptors are arranged in a subject index, an institution index, and an author index. Current projects in development receive the same format. Prices are given for microfiche and for a hard copy.

Faculty Interest Profile: The bulletins of the school were scanned and all courses taught by each teacher were listed. Then the course description or outline was culled for descriptors or specific subjects which were alphabetized so that an outline form indicated the total teaching interest of a faculty member. The instructor was then asked to add any items overlooked. We now have a tabulated listing of his concern. He is a cooperative part of the total picture, and the library and all instructional staff are fully integrated.

Administration and department chairmen are sent the projects that transcend an individual teacher's responsibility—workshops, curriculum building, philosophy of the department, research on teachers themselves, criteria for evaluation of teachers.

Although devised for use with ERIC, the Faculty Interest Profile has been useful in other areas as well. Each instructor is apprised of all significant, relevant material that is directly related to his interest profile.

Selection: Each month William T. Whitney, head of the Reference Department, checks *Research in Education* and, using the Faculty Interest Profile abstracts, notes the name of a faculty member who might be interested in a particular report. A knowledge of the courses, teachers, and future trends determines the material to be chosen. However, general knowledge of use in the library is sufficient reason for purchase.

Ordering: A tabular list of three columns—quantity, document number, and the price—is clipped to a purchase order and sent to the firm with the current contract, National Cash Register Company. The order is usually received in two or three weeks.

Descriptor file: All ERIC documents are indexed by descriptors or index terms. Five of the most important are indicated with an asterisk. The descriptor file has one term to a card, and all numbers pertaining to this theme are arranged in a column on the card. To the right of the numbers the grade level is indicated: primary, elementary, junior college. F.J.C. is stamped on the left of the number if we possess the document.

Thus the totality of ERIC's resources on a subject are readily seen. A student can ascertain the level of treatment, and the abstracts indicate an annotative summary of the research.

Dissemination to teachers: The names of faculty directly concerned with ERIC material are written alongside the presentation in *Research in Education.* The entire page is duplicated and sent to the faculty concerned with an attached three-sentence explanation of the ERIC program and where he can find the report by document number in the reference department of the library. A printout of the table of contents is also sent for particularly pertinent reports.

Retrieval: When the ERIC documents are received, the instructor is sent a photocopy of the report résumé and sometimes a table of contents printout.

The ERIC documents are filed by document number and a copy of the abstract is attached to the container envelope. A student can then select from a number of items the one suited for his purpose. The descriptors of the project are typed above the abstract as a further aid in selection.

Catalog cards are prepared for the main catalog. These include author, title, two or three subject cards and a shelf-list card. All are color coded for identification as microfiche. The reference center has a copy of each shelf list or unit card. The five descriptors have been translated into Library of Congress subject headings for catalog integrity. Returned fiches are refiled by the library staff.

Teachers' reactions: A phychology instructor came in with a note scribbled across an abstract on an ERIC page, "Get this one too!" He is preparing materials for presentation to a large class next year, and the suggestions in a study listed resources for his use.

An instructor in English wanted information on "realism" in American literature. The listing of doctorates on the designated authors in 010-408 indicated those on his subject.

Computer-assisted learning studies were routed to our instructional technologist. He was appreciative of the increasing number and worth of these projects.

The reading skills coordinator exclaimed, "This is the best source of recent material on the whole philosophy and technique of the reading problem." We are buying everything that relates to this field.

To itemize his thinking on child development, a doctoral candidate utilized our ERIC index. A division chairman asked for and received a full review of the ERIC program. He accepted its completeness by saying, "I'm with you all the way."

Student use: A student collated all the abstracts on reading and summarized all the advances in reading techniques, readiness, comprehension, and related matters. In essence, he was able to capsule the present state and indicate the trend of further research as evidenced by the various studies.

Another student gathered all the bibliographic references on a subject from the materials in ERIC —this is an important feature of the reports. Other students, noting the material in the card catalog, used the reports. This form of information is becoming part of the library use picture.

Classics (ERIC): In the short life of one year it is difficult to pick the best of the output of ERIC. However, our "best seller" list would include:

A Bibliography of all English and American Literature. Dissertations Accepted by American, British and German Universities from 1865-1964, Classified by Period and Major Authors. Arranged by author, institution, date, indexed by author under forty-two subjects, e.g., Bible, religion, philosophy, morality, transcendentalism, love, literary criticism, imagery, symbols, science, aesthetics, creativity, satire, tragedy (ED 010-408—21 fiches of 60 pages each).

A Data Retrieval Device for Use as a Guide to College Choice. This code listing of almost 2,000 colleges treats twelve factors, e.g. prerequisites, costs, student body and faculty characteristics, size. A seven volume work, the largest in ERIC—3,141 pages (ED 010-106—51 fiches of 60 pages each).

A Curriculum in English, Grades 7-12. Descriptive Essays by the Staff of the Oregon Curriculum Study Center. Structured for grades 7-12, every form of literary expression has been analyzed, with student and teacher versions. This could be the basis of a college approach to all written materials (ED 010-121—ED 010-160).

ERIC's Future

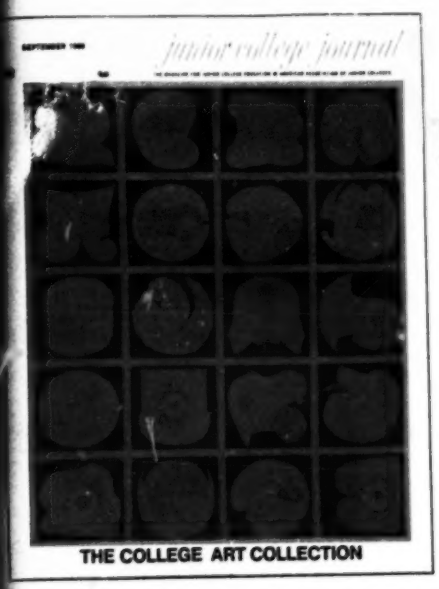
1. Survey-summaries of action areas should be citation indexed with the document numbers in parentheses following the condensed annotative treatment. These could be arranged in outline form.

2. The contributions of the individual clearinghouses will give variety and professional direction in their disciplines as indicated by the first bulletins. For full coverage we have subscribed to each of these.

3. Students' interests cover all phases of knowledge. Therefore, serious consideration should be given to the purchase of all ERIC items. Cataloging, however, need only be done for those materials directly related to a school's curriculum. In lieu of cataloging, a directive card in the card or book catalog could indicate these resources.

4. A new microfiche projector makes possible individual carrel and classroom viewing of all materials in fiche form. Consideration should, therefore, be given to the idea of supplying duplicate copies of fiche materials to all division offices. Filed under subject-heading cards, the teacher has his material ready for instant use.

5. The introduction of appropriate doctoral dissertations through ERIC's clearinghouses can add another dimension to educational research. Over 500 doctorates are earned by junior college personnel each year. The junior college librarians may be able to contact doctoral candidates on their campuses and make arrangements to furnish their doctorates to the interested clearinghouse.



Cover: *Painting from Housatonic Community College's art collection, "New York '56." The artist is Takeshi Kawashima.*

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